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AUTHOR Kramer, Howard C.
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ABSTRACT

Two related institutional activities that college administrators should address are faculty productivity and student advising. Efforts to increase institutional productivity should incorporate personal and organizational development and should reflect sensitivity to the organizational climate. The goal for institutional managers is to structure a challenging and positive work environment. To promote faculty advising as faculty development, administrators must combine personal development of faculty as an important component of the program. The program administrator can help professors identify their professional problems and growth needs and the extent to which advising may provide a personal arena for helping oneself by helping others. Advising roles or tasks can be analyzed by faculty and administrators for their contribution to personal development as well as to institutional need. This type of focus requires administrators to be more involved in consulting with individuals and small groups. The value of addressing the personal dimensions of the faculty role is based on the view that benefits that accrue to the individual faculty member will, in many instances, also result in benefits to the institution. (SW)

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ADVISING AND FACULTY DEVELOPMENT

THE INSTITUTION'S VIEW

Howard C. Kramer*
Cornell University **

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** Dr. Kramer is Director of Research and Planning for the Division of Campus Life, and Associate Dean of Students, Cornell University, Ithaca, New York 14853.

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Cornell University
DEAN OF STUDENTS OFFICE
103 BARNES HALL
ITHACA, NEW YORK 14853
(607) 256-4221

Abstract

Two important issues of the future are faculty productivity and student advising. Faculty involvement in academic advising programs may provide a means of meeting some of the developmental needs of the individual faculty advisor and of those students whom they advise. Consequently, academic advising may be used as another vehicle for fostering faculty development.

Advising and Faculty Development: The Institution's View

The growing turbulence of the modern world suggests that it is vitally important to increase our ability to deal with the major changes that we create in our environment, and more importantly, to learn how we can manage relationships with our environment to avoid creating problems that we then have to solve.(1) In like manner, college and university administrations seek to aid their respective institutions prepare for the future. This paper describes how academic administrators may consider two arenas of institutional concern as interdependent rather than independent issues. These important institutional issues are faculty productivity and advising of students. In addition, contrary to traditional doctrine, this discussion explores how changes in one arena of institutional life may coin effects in the other. In terms of advising, advising program coordinators cited identification of a model which promotes understanding of the advising system and a model of advising or an organizational framework to guide administration of the program as important needs.(2)

From an open-system perspective, one may envision any organization as a number of intersecting elements around which a conceptual boundary may be drawn.(3) One type of change in the environment generally faced by college and universities, that is diminished input of scarce resources, has led many institutions to alter the distribution of authority, particularly as it relates to the allocation of faculty positions or components of the faculty role. This change, however subtle, concerns the degree to which central administration seek to involve faculty in

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matters that are directly associated with either institutional health or institutional survival. As the reader is well aware, either faculty productivity or institutional competence in advising of students may be associated with either institutional health or, in some cases, institutional survival.

Increased concern about consequences of an uncertain future are not solely directed toward the welfare of the institution. Unless some way is found to recognize and reward teaching, in contrast to research, seniority, or other factors, faculty will experience even more acutely the dissonance between their assigned responsibilities and what their departments and institutions value. The tenure system pays no heed to the stages of adult development and provides neither incentives nor substantial rewards for continued growth.(4) The topic of this paper, that is, ~~interest in the personal dimensions of the faculty role,~~ interest in the personal dimensions of the faculty role is not necessarily an indication of altrustic caring on the part of beneign administrators. Rather it is a concern over faculty productivity. Academic administrators will, increasingly, become involved in matters influencing faculty productivity relative to institutional mission. It is unfortunate that postsecondary institutions are not as aware as they might be of the high price of burnout in terms of faculty members' enthusiasm, motivation, leadership and service to the academic community.(5) In short, benefits that accrue to individual faculty members will, in many instances, also result in benefits to the institution. This paper describes how

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institutions and their administrators may use academic advising as a vehicle to provide multiple benefits for the institution.

Productivity and the Institution

Most authors would agree that productivity improvements frequently accompany improvements in quality of working life.(6) As institutions brace for the future they find new cause for concern as other institutional agendas illuminate the horizon. What might be done to protect and foster creativity by faculty? How can the institution aid faculty as the individual faces the challenge of balancing multiple work duties? What will the advent of sophisticated technological change mean for the institution? To what extent will burnout become a pervasive phenomenon among faculty? These are but a few of the questions facing administrators that appear to be important issues for institutional productivity.

Organizations employ many "treatment conditions" or interventions designed to enhance the performance and productivity of present employees.(7) One report indicates that three categories of intervention: money incentive, goal setting and job enrichment have substantial average impact on job performance.(8) One author has explored the possibility of restructuring universities to accomplish two aims: improving the effectiveness of educational institutions and providing opportunities for more faculty to select work which is intrinsically rewarding and satisfying.(9) With the redesign of the university organization the vital link between individual satisfaction in work and organization

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productivity and quality can be used to benefit both the individual and the organization.

Concern for individual and organizational productivity runs the risk of creating another forum for conflict. The paradox that may arise is that institution leaders may inadvertently accept the presumption that face members of the helping professions, for example, social service or public assistance specialists. The presumption is that one can teach, study, elicit, or develop expertise, independence, or autonomy in others through relationships that ignore or exclude those characteristics in the potential beneficiaries.(10) The reciprocity of the influence of the change process is a key factor in resolving this paradox. Efforts to increase productivity and to initiate other programs will succeed to the extent that faculty, administrators, and staff members feel that they are full, participating, valued citizens of their institutions.(11) Concern for institutional productivity not only must incorporate personal and organization development but must also reflect sensitivity and understanding of organizational climate and the need for the sustaining of the community of those that constitute the organization.

Management and Managing

A contemporary review (12) of "corporate excellence" suggested that the excellent company managements take into account, either consciously or unconsciously, the foibles and limitations, in short, the irrationality of their workforce. They create environments in which people can blossom, develop self-esteem and

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otherwise be excited participants in the business and society as a whole. Managers within these organizations were both aware of and adept at using their understanding of people's need for meaning, for a modicum of control, for positive reinforcement, and the degree to which actions and behaviors shape attitudes and beliefs rather than vice versa.

Adminstrators have a delicate, and important, job to perform. The prime responsibility of an administrator may be to ennoble and envigorate the idea of service and to handle the minute and multitudenous details through which others may serve and be served.(13) But this function of leading or managing others contains a variety of challenges. When individuals gather as a group, some form of collective mental activity takes place, frequently resulting in common perceptions and desires that lead to shared fantasies.(14) The group processes that develop often involve a conformity of perception, behavior and belief. The academic administrator attempts to apply the dictionary definition of synergistic to administrative activity, that is to accomplish a yielding to applied energy without resistance. According to Wrapp,(15) an important skill for the successful manager is knowing how to satisfy the organization that it has a sense of direction without ever actually getting oneself committed publicly to a specific set of objectives.

In any event, the manager or administrator fills a role critical to giving academia the capacity to care for individuals meaningfully. Good management, according to Koprowski,(16)

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concerns itself with objectives of productivity, with growth through the meeting of different challenges, and with developing the ability to grow and adapt. Moreover, concern for human growth has an important role to play in defining good management. This dual focus by the institution through its administrators, of concern for task accomplishment and for consequences that accrue to the principal actors, may take on characteristics of action learning. Action learning is concerned with empowering people in the sense that they can become critically conscious of their values, assumptions, actions, interdependencies, rights and perogatives so that they can act in a substantially rational way as active partners in producing their reality.(17)

Within the advising context, the program administrator can help professors identify their professional problems and growth needs and the extent to which advising may provide a personal arena for helping oneself by helping others. Within advising tasks the advisor's primary goal is to develop competence, second, to progress toward a more intrinsic goal of mastery and third, to gain some measure of social approval from one's striving or one's goals.

This view of the advisor and his or her personal agenda in advising, coincides with a contemporary view of the present stage of management theory, the opensystem, social-actor perspective. In this framework, the perspective of the worker as a rational actor, that is, facts solve a problem, is superceded by the view of the worker as a complex social actor, a human being with

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inbuilt strengths, weaknesses, limitations, contradictions and irrationalities.(18) Consequently, the goal for institutional managers is to structure a work environment that invites challenge, prompts striving and engenders positive affect. One may be tempted to conclude that administrators and managers will exert too much influence and power over the lives of others in the institution. One is reminded of the words of Edward L. Bernays, whom some call the father of modern-day public relations, who commented during a television interview that the idea that power is used or brought to bear in public relations efforts to shape public opinion or change public behavior is greatly exaggerated. People, Bernays said, will only follow where they wish to be led.

Advising and Faculty Career Development

In order to maintain a rigorous and up-to-date academic program, colleges must actively assist professors to continue growing personally and professionally.(19) Because traditional rewards (i.e. salary increases and promotions) have become more diffficult to fund institutions must turn to alternate mechanisms to foster faculty development.

The graying of the American professoriate stimulates interest in the consequence this development will have for individuals and the schools and colleges that they serve. One reviewer concluded that the literature on personality and aging suggested that one of the very few changes which seem to be predicable and general is the trend toward interiority, that is, toward becoming more

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introverted with age.(20) What is particularly intriguing about the differences in achievement motivation associated with "aging" is that these difference may more appropriately be associated with one's sociocultural context and life situation. This possibility provides renewed salience for the notion that situation, context, role expectations, and the particular meaning of achievement to the achiever are critical determinants of achievement motivation.(21) As a result, within higher education, concern for quality, productivity, and community must take into account the differential manner in which the individual faculty member approaches the variety of tasks that make up the faculty role. Decisions regarding institutional program priorities and the individual's work-related responsibilities must be made with an eye toward consequences of involvement for the individual and, subsequently, the institution.

Nicholson (22) presents a provocative argument that work role transitions can have profound significance for the future development of individuals and their organizations. According to the author, a person's adjustment to role transition can involve personal development and role development. According to the nature of the new demands personal development can vary in its centrality to the persons' identity, that is, one's self-concept, motives, skills and life-styles. On the other hand, a person's adjustment to new work demands may involve role development. The person may initiate changes in task objectives, methods, materials, scheduling, and in the interpersonal relationships integral to the role performance.

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Within the context of the advising program it is proposed that assignments or responsibilities of advising practice may be used as one means of fostering individual development. That is, the work-role transition associated with different advising tasks may become one means for the institution to facilitate personal growth of the individual advisor while serving institutional priorities of service to, or for, students and the institution.

According to Nicholson's paradigm, the degree of discretion involved in the task context, the novelty of job demands, that is, the degree to which the role permits the exercise of prior knowledge, and the person's inclination to acquire control or to seek feedback, all contribute to substantive change. The degree of mis match between the kind of adjustment demanded by the advising situation and by the advisor in an advising role could catalyze significant personal growth on the part of the advisor. For example, the behavior and expectations of an advisee who is markedly different from the advisor in attained cognitive development requires the advisor to make significant adjustments in the advising interaction. One consequence of this perspective is that work histories of individual faculty members may be viewed as sequences in which the continuities and discontinuities are shifts brought about by changing role requirements and motivational orientations. More importantly, advising roles or tasks, as well as other faculty roles and duties, now may be analyzed by faculty and their administrators for their contribution to personal development as well as for the task's contribution to satisfaction of institutional need or

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organization priority.

A recent report of tenure practices in liberal arts colleges indicated self-evaluation has won popularity as a tool in the promotion and tenure assessment.(23) Many academics, administrators, and professors alike, believe that self-evaluation may provide insights into course and instructional objectives and also classroom competency. As a result, the number of colleges accepting self-evaluation in the multisource evaluation process has grown.

Changing Organizational Culture

Any effort to use academic advising as a vehicle for carrying out faculty development must confront the question of organizational culture. In most schools and colleges the majority of faculty are involved in advising. One report indicated that in forty-one percent of the 820 liberal arts institutions responding, all faculty serve as advisors, while in an additional thirty percent of the institutions more than 75 percent of the faculty have some responsibility for advising. (24) In reality, then, efforts to implement advising program innovations that take into account the link between organization needs and development and the needs and development of individual advisors must influence, possibly change, existing organization culture.

Culture may be defined as the set of important understandings (often unstated) that members of a community share in common. (25) Organizational culture can shape patterns of organizational behavior. One explanation is that the culture affects the type

and quality of interpersonal relationships, which in turn affect the approach to joint problem-solving processes.(26) To be more precise, certain shared cultural meanings, once established, define what are acceptable, natural, desirable, and effective ways of relating and acting. What is needed, therefore, is a way of thinking about the degree of fit between individual and cultural perspectives so as to facilitate both individual and organizational development.

Attitudes toward change are complex phenomena and comprize not only tangible, rational elements, but covert processes operating at the fantasy level of the individual and the group. It is not suprizing then that reorientations at the social fantasy level are preconditions for effective change. (27) One may also anticipate that as efforts to use advising for faculty development purposes intensify so, too, will parallel levels of organizational politics. Definitions of organizational politics have been diverse, but broadly speaking they have focused on either attempts to use mustered power to affect organizational decision-making processes or on acts of behavior that are self-serving and organizationally nonsanctioned.(28)

There is a curious mix of unpretentious arrogance found in the fabric of academe. On the one hand, one finds the posture of the humble academic, that is the view that one never knows completely or that one's accomplishments or achievements are only grains of sand in a sea of knowledge. Within this perspective, persons are viewed as imperfect beings attempting to understand a

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relativistic world. One acknowledges that one may continue to learn to increase one's knowledge, and develop further one's skills and competencies. In short, personal and professional growth are continuing processes. Although this view of continued development is echoed within the broader, national sphere of one's disciplinary associates, all too frequently the individual in the local situation relegates "development" to that category of endeavor designed for one's colleagues.

On the other hand, institutions behave, or at least conduct their internal operations, as if to communicate that faculty development is not needed, thus unwarranted, or irrelevant. Institutional behavior, that is policies and programs, regarding orientation, supervision, evaluation, and development of faculty in many institutions would lead one to conclude that these activities are indeed low in priority. Further, in many instances, institutional culture supports the view that people who "need" such assistance are really mistakes of the selection or tenure process. This perception is strangely akin to faculty views about students who need non-standard instruction or assistance. These students, one is told, really should not have been admitted to the institution, for our "regular" students do not require such special treatment! Institutions are faced with fostering as an institutional agenda, a program, that is, faculty development, that has long been viewed as both the perogative and the responsibility of the individual.

The development of political resistance to the idea of using

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advising for development for both advisee and advisor, may have a base in some very fundamental assumptions. Williams (29) has recounted how persons in various work situations have a lack of faith in the validity of their own perceptions. In the traditional paradigm of learning the true expert could only be one who had undertaken the years of detached study necessary to absorb knowledge from the accumulated stock of his discipline. (30) Within a new paradigm everyone is expert to some degree from the moment their experiences allow them some direct perception of the invariants in the environment with which they are interacting. In this new paradigm, according to Emery, knowledge emerges as the individual perceives the world. Faculty may need to be invited, encouraged and supported in their belief that they can engage in substantive meaning making of their own involvement in advising, and the advising program itself. The advising program thus focuses on fostering development of an academic community that is concerned about achieving quality in that realm, that is, reinforcing competent or outstanding performance, and with a collaborative style that benefits individuals as well as the community of which they are part.

Implications for the Institution

Conditions of retrenchment and change call for difficult choices to be made. The numerative analytical component has an in-built conservative bias. Cost reduction becomes priority number one and revenue enhancement takes a back seat. (31) Today's version of rationality does not value experimentation and abhors

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mistakes. In contrast, the aim should be to create systems that are able to learn from their own experience and to modify their structure and design to reflect what they have learned. (32)

Administrators considering the use of faculty advising as faculty development may need to develop additional skills. The program essentially combines personal development as an important component of an institutional program. Consequently, administrators will have to increase the proportion of time and energy spent consulting with individuals and small groups. The perspective that faculty will initiate personal and programatic change because they are able must be amended so as to consider the results rather than the rhetoric of such a position. The perspective between administrators and faculty member changes, then, from what might you do, to how may I help you accomplish these objectives? The administration must first, have clearly in mind a complex mental model of the advising program and its place in the faculty development efforts within the institution and, second, the administrator must possess behaviors or competencies compatible to the successful operation of the model. These two points are especially important since this conception of advising is focused primarily on advisors and secondarily on student advisees rather than the traditional advising program which holds the view that students are the primary focus and advisors the secondary recipients of advising influence or change. It goes without saying that the program results from a series of successful negotiated understandings between administrator and faculty member(s) about program need,

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rationale, design and evaluation. Because most organizations have multiple realities, the planning and implementing of such a program in the complex environment found in most colleges and universities requires perseverance, skill, and patience. Bolman and Deal (33) discuss the advantages of reframing, that is, viewing organizations from different perspectives, as helpful to the manager. Their discussion of the frames they label structural, human resource, political, and symbolic, may provide insights useful for the implementation of a faculty advising-faculty development effort.

Using a structural frame, the manager or administrator may analyze the advising program in terms of its' organization and the formal roles and relationships that exist. The human resource frame may be used to help identify an organizational form that will enable participants to get the advising tasks completed while they feel good about what they are doing. The political frame permits the manager to view the organization as an arena where scarce resources are allocated depending upon the power and influence wielded by various individuals and groups within the institution. Finally, using the symbolic frame, the manager may explore the degree to which shared values and culture influence life within the organization. The use of these four perspectives allow one to appreciate the depth and complexity of organizational life that will be touched by advising program innovations.

Advising programs designed to provide developmental consequences

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for the faculty advisor provide several benefits. First, they communicate to the advisor that the institution, through its administrators, is concerned about faculty. Second, the intrinsic motivation that advising participation provides for the advisor supports competent performance in that role. Third, attentive, involved advisors will have a current, informed perspective of the institution and its students. Fourth, advising participation provides a means whereby faculty may remain committed, concerned and connected to their institution and to their professional responsibilities.

In an effort to make jobs more challenging and acceptable to workers, sociotechnical theorists have advocated the introduction of a number of innovations in the work place. These innovations offer workers greater variety of tasks, more autonomy, more social support and recognition and more meaningful units of work.(34) Such changes have been urged because they improve the quality of working life and help to optimize the social side of organizations. The argument that has been advanced here is that such innovations may also be used to influence the level of faculty productivity and the perceptions that faculty hold about themselves and their work. The proposal to use advising as a means of fostering faculty development is one attempt to provide similar outcomes for faculty. Currently, both the productivity and the advising issues exist as problems waiting for a solution. If colleges and universities are concerned for their future, can they afford to do lessthan search diligently for meaningful remedies?

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